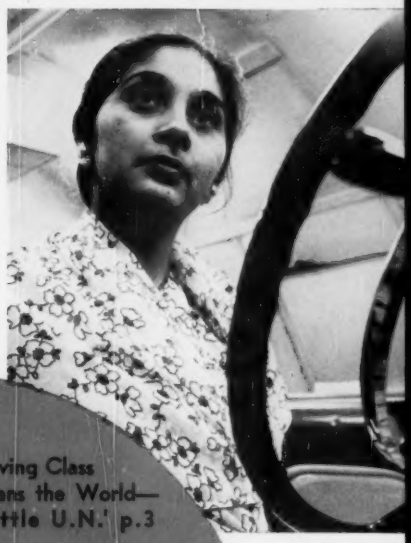
SAFETY EDUCATION

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

SEPTEMBER, 1961
Two Sections • Section One



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'Little U.N.' p.3

Teaching Deaf Children
To Live Their Lives Safely—
In a 'World Without Sound' p.25

A School Can Only Be As Safe
As The People Working In It—
'No Blueprint for Safety' p.20

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SAFETY EDUCATION

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XLI No. 1 September, 1961

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SAFETY EDUCATION is published monthly, September through May, in two sections, by the National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. Entered as second class matter, September 13, 1939, at the Post Office in Chicago, Illinois, under the act of March 3, 1879.

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Printed in the U.S.A. Subscription (net price) $3.75 a year. Reduced prices for quantity orders.

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CHARTERED BY THE CONGRESS OF THE UNITED STATES

Editorial

Facelift

Maybe you didn't even notice . . .

But the cover of SAFETY EDUCATION looks different this month. Our name appears in a new, smaller type, and the format of the cover has been re-designed.

It was not from any desire to minimize the importance of our name that the re-design was made. Nor does our new look arise out of any vague feeling that it's time for a change.

There was, of course, a purely editorial reason for the revision. We made it simply because we felt that the old design did not allow us to fully "advertise" the contents of our magazine on the cover.

The line under our name reads "a magazine for teachers and administrators." That's a lot of people. Even more people when you consider that the teachers and administrators are spread through every educational level—elementary school through college. This month's cover, by virtue of the new design, has allowed us to advertise three of the features that appear on the following pages.

One is the story of a driver education class that mixes internationalism with rules-of-the-road. Another discusses safety education for the deaf child. The third is on modern schools, and how they're built for safety.

The articles highlighted on our cover show that although the look is new, the purpose is still the same: to bring you the best in ideas, plans, and programs in safety education, to tell you of the new developments that you want to know about, and, in general, to be useful to you in doing your job every day.

Maybe you can tell a book by its cover.

Mail Box

Computing Boat Capacity

Los Angeles, Cal.—On page 36 of the May, 1961 issue of SAFETY EDUCATION, there is a formula for calculating the safe carrying capacity of a boat, presumably a row boat.

It appears to me that there are some misprints and that the formula, admittedly approximate, has been picked out of thin air.

I should like to know who originated this method of making the calculation.

One error, for example, is the fact that, in the illustration, feet are multiplied together four times to give a "quadratic" foot, rather than a cubic foot. Secondly, in setting up such a formula, it is customary to combine all the constants into one number: 0.6 over 12 x 150 should be simplified as 7.5. This would make the method more easily carried in a person's head.

However, we were extremely puzzled why 0.6, 12 and 150 are used. What is the significance of these figures? We conjecture that 0.6 must be a shape modifier, but we are at a loss to understand the meaning of the 12 in the divisor and the 150. Can you furnish any enlightment to clarify the source of these relationships? **H. Somerfeld**
Safety Engineer, City of Los Angeles

Source of the formula for computing boat carrying capacity was a bulletin issued by the Water Safety Congress. It is an approximate method, and the Outboard Boating Club of America informs us that it is inadequate for many kinds of boats. According to the OBC, there is no simple formula which will provide a reliable figure. Proper procedure for finding accurate boat carrying capacity is: 1. compute areas of sections 2. compute cubic capacity 3. compute maximum weight capacity, using a separate formula for each. **Ed.**

Do As We Say . . .

San Francisco, Cal.—Congratulations!! SAFETY EDUCATION Data Sheet no. 43 rev. (Hiking and Climbing) . . . is good advice. But since a picture is worth ten thousand words—why is the girl pictured wearing *sneakers* and why do they not *cover her ankles* as recommended?

Oh well, we all make mistakes. **A Friendly Hiker**

Photos: Michigan State University

by Harry E. Taylor

Little United Nations

THE "Little United Nations"—a driver education course for foreign students and faculty at Michigan State University—was born out of a ringing phrase, just nine words long.

The phrase was part of a bulletin issued last December by Dr. Paul H. Miller, provost of MSU. His plea for the school's foreign students was "complete participation in the life of the University community."

To Leslie R. Silvernale, assistant director of MSU's Highway Traffic Safety Center, and national driver education pioneer, "complete participation" in American life, university or otherwise, meant driving an automoble if possible . . . At the very least, it demanded an understanding of our motorized society.

So in the spring semester of this year, the Safety Center introduced a driver education class for foreign students and faculty and their wives, on a non-credit basis and with a tuition fee to cover costs.

Instead of the single class originally planned, the response was such that three sections were formed. A total of 79 students from 25 nations around the globe enrolled for the 10-week course.

From the first sessions, it became apparent that more than harmony on the highways could be the result. The teaching of the live-and-let-live attitude, crucial for safe highways, had collateral to it, a new mutual understanding among students of many nationalities and races, and a better comprehension of American life. The obvious connections promptly gave rise to the name of "Little United Nations."

Teaching the "Little UN" presented some thorny problems, balanced by some unique advantages. The main obstacle, of course, was the language difficulty.

Another problem, as described by Robert O. Nolan, one of the instructors for the course, was

---

Harry Taylor is Traffic Publications Editor at the Highway Traffic Safety Center, Michigan State University.

the lack of orientation to automobiles and even to the elementary aspects of our traffic pattern. "Some had only ridden a few times as automobile passengers," he said. "They actually had far less background for learning to drive than an American boy of 10 who, through riding with his parents, knows the fundamentals of operating a car."

Compensating for those deficiencies, however, was the high intelligence of the students, many of whom were candidates for graduate degrees. The breadth of their experiences, compared with the high school students for whom driver education was originally designed, made them quick to grasp the social theory behind safe driving concepts.

The result was that the standard high school driver education curriculum had to be almost totally abandoned.

To overcome the language barriers, the same classroom material was presented in a variety of ways. Texts on traffic laws and driving techniques were read word-by-word in class, then discussed in detail. A complete Drivotrainer film series was used, as were tapes of TV shorts and the Highway Traffic Safety Center's prize-winning "You Are the Jury" radio series, which analyzes traffic situations. Miniature cars on magnetic boards were employed to graphically illustrate turning movements.

Certain things usually stressed in high school driver education classes could be minimized because, as Nolan said: "We were dealing with educated persons; some of them highly educated in their particular fields. This group needed, fundamentally, only to learn safe driving—including the personality factors and attitudes which are component parts."

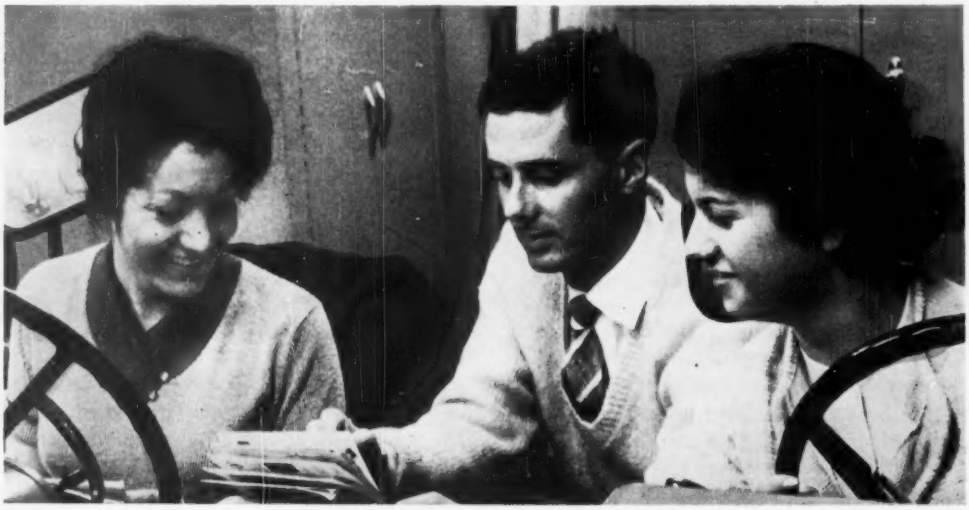
Therefore, the 40 hours of instruction, consisting of two two-hour evening periods each week for 10 weeks, were divided about half-and-half between classroom and practice driving in one form or another.

"I came to find," one teacher reported, "that class discussion could succeed where all other teaching techniques had failed. The students would explain the material to each other. They shared the lack of orientation to our traffic pattern which made the teaching difficult, and were able to understand the lack of rudimentary knowledge of automobiles displayed by the other students.

"Then as a teacher," he continued, "I had the opportunity of working with a high adult intelligence, but one virtually virgin to the particular instruction I was giving. They had much to learn, but very little to unlearn."

Actual driving practice for the students provided an opportunity to utilize and evaluate the three means employed at MSU. Behind-the-wheel training was obtained through using driving simulators, an off-street range, and giving on-street practice.

The students, most of whom did not yet un-



Each one, teach one . . . instructors found that since they shared similar problems, foreign students worked well together. Here, students from Italy and Iran discuss a detail of driving technique.

Internationalism in action . . . Instructor Robert O. Nolan explains rules of the road. The foreign students, many of whom did not even know how to start an engine, began learning on Drivotrainers.

derstand how to start an engine, began on Aetna Drivotrainer equipment. They drove stationary "cars" while a filmed highway panorama, including a variety of driving problems, flashed before them.

Next they were taken to MSU's off-street driving range, a paved area for multi-car practice under one instructor, in which normal driving problems are simulated. Finally, the students were taken out in dual control cars for the traditional on-street driving practice.

It would be pleasant to report that all 79 of the students became qualified drivers, competent in the operation of the automobile, with a good understanding of traffic and traffic laws, and fully possessed of safe driving attitudes.

Such was not the case. Only in the development of "attitude" was there complete success.

Of the 79, only 54 were certified by the three instructors as ready to obtain drivers' licenses and to start out driving an automobile on their own. Of these—despite language difficulties—51 passed both written examinations and strict driving tests from the East Lansing police on their first try—adding up to a good mark for the instructors on their judgment. The three failed written tests.

As testimony to the good attitude developed in the course, not one of the 25 who were refused certification protested the decision. They admitted that they needed to learn more.

Near the end of the course, students were asked for an appraisal of what they had learned, both about driving an automobile and about America's motorized society. Here are some typical answers:

Elizabeth Mueller, an undergraduate student from Switzerland: "Before I came to the States, I thought American people were crazy having so many cars. But now I understand it is almost a necessity."

Khin Maung Yin, of Burma: "As there are a lot of people in democratic society who do not behave in a democratic way, knowingly or unknowingly, there are also the same kind of people driving. They are a potential danger to the society and to the people in driving. I think that problems in driving are also problems in social science."

Karoline Weiss, from Austria: "By learning to drive, I will see and learn more about the United States."

Edward Ofori, of Ghana, West Africa: "The driving principles and standards to me reflect the structure of the American democracy."●

Travel Is So

Sixth-graders view new office machinery as they watch an automatic electric typewriter in action.

Field trips push the horizons of education out beyond the four walls of the classroom, providing first-hand experience of infinite variety.

by Marie E. Traufler

TAKING a trip—to see a Rembrandt . . . hear a jet engine . . . taste fresh milk . . . touch an Indian arrowhead . . . or smell an exotic flower—is an experience rich in educational value.

Bringing the student into direct contact with a situation where the elements he studies are seen as they actually exist, field trips are valuable extensions of the learning process.

Yet, in planning the trips, teachers may hesitate to, as they say, "assume the added responsibility and liability."

Realizing the existence of this feeling, the Minneapolis School System prepared a booklet entitled "Field Trip Handbook-Visiting Our Community." It is designed with careful plans for field trip safety, and makes the organization and supervision of trips easier, and far less formidable. Containing an annotated list of possible field trips, lists of bulletins and films used as preparation for trips, suggested field trips for specific subject areas and units of instruction, it also has three sections dealing primarily with the problems of student safety while on trips.

Both in terms of knowledge acquired, and for the widest margin of safety, a well-planned trip is important. To make planning as complete as possible, the Minneapolis booklet offers 96 proposed tours—covering everything from aviation to art history—in full detail. Along with the summarized itinerary of each trip, the days preferred, length of time required, and availability of guide service are mentioned. Tours are also classified according to grade level.

With this information, students, teachers, and bus drivers know what to expect. Accident-producing confusion is avoided; enjoyment and educative value of the excursion is increased.

In addition, the school system Field Trip Office itself has taken on numerous responsibilities for the safety of children on trips. Min-

Marie Traufler is Consultant in Field Trips and Safety Education for the Minneapolis, Minn. Public Schools.

Broadening

nesota state law requires $300,000 liability insurance on school buses. Companies providing chartered buses for field trips are required to name the Field Trip Office as an interested party on their requests for insurance. Thus, the office is certain to be informed of any changes in their policies.

The consultant in Safety and Field Trips conducts a two-day training session for school bus drivers during Spring vacation. In this way, each driver completes a course in Red Cross First Aid training and holds a Standard First Aid Certificate.

At times during these sessions, principals and teachers speak to the drivers on discipline and child behavior. Representatives of the police department discuss traffic problems. Safety directors from truck fleets lecture on safe operation. The supervisor of transportation for the state department of education speaks to them about specific school bus problems.

For teachers and students, the same safety education necessary for all school activities, with some additional instructions, is the safety education required for field trips. Excursions which so greatly extend the walls of the classroom can easily be planned for safety.

High school students examine a bolt of cloth on a field trip to a Minneapolis department store.

SAFETY TIPS FOR TAKING TRIPS

For Teachers

- Children should receive directions regarding their behavior on buses and in the institution visited.
- The number of children should be limited.
- Parents should be taken to provide additional supervision.
- In the case of smaller children, have the children numbered. Upon the return to the bus, and occasionally during the trip, have them call off their numbers in rotation. This cuts down the need for calling roll to be sure all the children are together.
- On any trip use the "buddy" system so children may watch out for each other.

For Students

- Pupils should not enter buses until the teacher has given permission. (The purpose of this is to prevent running and pushing.)
- Pupils should line up two by two and enter in an orderly fashion. (Not only for order but also to prevent accidents.)
- A certain amount of talking is necessary but loud talking and yelling will distract the driver.
- Arms should not be placed on the window ledges. There is danger in their protruding, and the windows might drop suddenly.
- Before starting, the bus driver should be asked to open or close windows as is necessary.

For Bus Drivers

- The bus floors and windows must be clean. Cracked windows must be replaced immediately.
- The middle or rear door of the bus should not be used for purposes of loading or unloading.
- Loading and unloading should be done so that children do not have to cross the street.
- Emergency doors should be opened and closed every morning to check their efficiency of operation.
- Don't drive too fast. When the class leaves for its visit, tell the teacher when they must return to the bus to permit a safe, comfortable trip back to the school.

Safety And Numbers

School accident statistics —a correction

IF YOU have ever examined your copy of the 1961 edition of *Accident Facts,* you will have noticed that no rates have been figured for school accidents. This is because we discovered that school accidents were not being reported on a comparable basis. The reason for this and an understanding of the situation will be an essential to anyone who wishes to use any school data in *Accident Facts.*

Data originally gathered on the Standard Student Accident Report (School Form #1) referred only to accidents sufficiently serious to "require a doctor's attention or cause a one-half days absence from school." When School Form #1 was revised, in about 1948, space was provided to include additional data—needed in liability cases—for school jurisdiction accidents.

At this time, some school people indicated that they wished to use School Form #1 for recording all accidents, no matter how slight. In order that all reports coming into the NSC be on a comparable basis, a small box was added which read: "All cases requiring a doctor's attention or keeping a student out of school one-half day or more should be included in a monthly summary of accidents made on the summary sheet of the National Safety Council. Place an X in the box at the upper right-hand corner if this accident should be included in the summary." Somehow, and frankly we know not how or when, the box and the note were dropped from Form #1.

Responsibility for the Standard Student Accident Reporting Committee was assigned to me late in 1960. In checking the files, I found a letter from the Omaha, Nebraska, Public Schools seriously questioning our findings, as reported in the 1960 edition of *Accident Facts,* that 67% of all accidents to school children happened while under school jurisdiction. In reply, we had written that we were undoubtedly getting under-reporting on non-school jurisdiction accidents. Also, we receive school jurisdiction accident figures from school systems with an average enrollment of 3,222,000; while the school systems submitting information on non-jurisdiction accidents have an average enrollment of only 951,000.

The correspondence piqued the interest of your staff representative, and it was then that we discovered the direction to report only the more serious accidents had been omitted. A special survey conducted by our Statistics Division uncovered that about two-thirds of our co-operators, from former acquaintance with the system, had been reporting only the more serious accidents. The remaining one-third, however, had been including all accidents in their summaries, no matter how slight.

Analysis of the reports has been made and is included in the 1961 edition of *Accident Facts* on the assumption that the less serious accidents are spread, more or less, uniformly. This assumption should be kept in mind using the figures.

All reporters have been notified and the summaries, now submitted annually, for the school year 1960-61 will contain only those accidents which meet the standard definition. Rates for school and non-school jurisdiction accidents will not, however, be computed until we are getting more reliable reporting.

I want to make it perfectly clear that this was a staff error and that it reflects in no way on the members of the Committee nor on our reporters. We know of two articles in publications outside the NSC in which the figures have been used: "The King Can Do Some Wrong," by H. Kent Farley in *Educational Administration and Supervision,* October 1955; and an interview with a NSC staff member which was published in *School Management,* September, 1960. The authors and the publishers have been notified. SAFETY EDUCATION readers are encouraged to report any other use of the rates so that correction can be made.

For the members of the Standard Student Accident Reporting Committee, for the National Safety Council, and for myself, I want to express to the Omaha Public Schools sincerest appreciation for bringing this important matter to our attention●

Vivian Weedon, Staff Representative
Standard Student
Accident Reporting Committee

James W. Mann SE Lesson Author Returns to Teaching

AFTER 22 years, thousands of students—and as many friends—James W. Mann, author of the SAFETY EDUCATION elementary-level Safety Lessons, has left his position as principal of the Hubbard Woods Elementary School in Winnetka, Ill. to join the faculty of Chicago's Roosevelt University.

An active member of the Elementary Section of the NSC School and College Conference since its inception, and its Chairman from 1948-53, Mr. Mann has long been considered an important figure in the field of safety education.

In fond recognition of his work at Hubbard Woods, parents, teachers, and friends built an "outdoor classroom" in a small park across from the school, and named it in his honor. At the entrance to the park there stands the statue of a small boy, stooping to feed the birds. The path behind him leads to a circular clearing, covered with a bright concrete and redwood floor which is ringed by a low stone wall—specially erected at children's sitting height. The classroom-in-the-park was dedicated to Mr. Mann at the close of his last year at the school.

James Mann, outside Hubbard Woods school office, discussing large problem with small student.

In his new position as associate professor of education, he will conduct seminars and teach graduate-level courses at Roosevelt University. Mr. Mann will continue to author the SAFETY EDUCATION Safety Lessons●

Ohio Exposes Safety Racket

AN OHIO grand jury recently cracked down on 12 safety swindlers, indicting them on 25 counts—for larceny, forgery, and obtaining money under false pretenses — in an alleged "safety solicitation" racket. Alert private citizens prompted an investigation which led to the arrests.

This Ohio case is not unusual. Safety rackets crop up from time to time in various parts of the country. And schools are often the prime target.

Tactics vary, but the general pattern is a deceptive soft-sell approach. Schools, local organizations and official agencies are asked to contribute to some safety fund drive, or are offered a special safety "service"—at an exorbitant price.

Occasionally, some service is forthcoming—enough for the operation to remain within the letter of the law—although hardly worth its price. Often, the "service" is non-existent.

Promoters of the ventures may be glib enough to secure the backing of well-meaning local civic organizations, or to give the impression that they have such endorsements. Some claim to be recommended by the National Safety Council. As a matter of policy, the NSC never endorses any product or service sold to the public.

Phony promoters always appear to be honest and reliable. Extra vigilance of schools and officials is necessary to expose them. The NSC advises a careful check of credentials before making contributions or buying services. In particular, any promoter who claims that his activities are endorsed by the NSC should be checked directly with the Council●

Puppet Show

Sipping soap through a straw, Jupiter, the show's tragi-comic hero, demonstrates detergent hazards.

Mixing entertainment with education, the Manitoba, Canada puppet players travel to all schools in their area teaching elementary safety concepts.

HOLDING a child's attention requires a good strong grip. Often, in less time than it takes to say "look-both-ways-before-crossing," your audience has departed. And the symptoms of boredom are painfully obvious—absorption with tying and untying shoelaces, an overwhelming interest in what Johnny is doing, and two very deaf ears turned to the speaker.

Since Punch and Judy, puppets have been one sure way to capture this will-o-the-wisp attention. Working with a traveling puppet theatre, the Junior League of Manitoba, Canada teaches elementary safety concepts to fascinated kindergarten-first grade school audiences.

Two puppet troupes, supported by two police constables assigned to the school safety education program, travel the entire Manitoba circuit. Once a week, the puppeteers set up the stage and put the little characters through their act.

Star of the show is a basset hound named Jupiter, who gets in and out of trouble with regularity. He first comes to grief while playing around a building site—in spite of prominent signs warning: "Danger-Keep Out." He also suffers the painful indignities of a fractured tail, after dashing into traffic from behind a parked car.

Foraging for food, he takes hold of an unlabelled container, (obviously a household detergent). Much to the horror of his young audience, who utter audible warnings to him, Jupiter drinks the fluid, and promptly turns a bilious green. (Accomplished by sleight-of-hand substitution of another puppet.)

A few minutes later, Jupiter becomes a hero when a small French poodle ventures out on thin ice, and he comes to the rescue. A sadder and wiser hound, he now qualifies for a well-earned safety medal, which he receives at the final curtain.

Amid excited applause from the children,

Gladys Adams is an informational writer for the Department of Health and Public Welfare, Winnipeg, Manitoba.

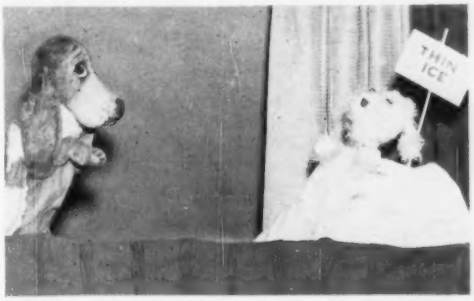
Travels Safety Circuit

by Gladys Adams

the puppets take their bows. Jupiter steps forward and introduces a member of the city police force to the audience. The officer speaks for ten minutes, summarizing the safety lessons to be learned from the play.

The half-hour show wisely emphasizes only a few important aspects of safety: danger of playing around building sites, hazards of home poisoning, care in crossing streets, and the danger of thin ice. Teachers are enthusiastic, claiming that the puppet show is an entertaining and effective teaching device.

Working with the superintendent of schools, a schedule is planned at the beginning of the school year. At that time, the script is written, the actors are coached, and the puppet characters are made. Using such things as kitchen strainers, dish and floor mops, wooden spoons, tennis balls, and even a feather duster brush —perfect for a drum majorette—a group of volunteers constructs two sets of *dramatis personae*. The puppets are then dressed with scraps of bright material, given expressive faces, and sent out to reap the applause of many a delighted audience●



Jupiter earns his safety medal when he rescues a French poodle who has skated out on thin ice.

Curious and careless, Jupiter courts danger when playing around a building construction site. The show is designed to pinpoint the common child accident areas, and to teach simple safety concepts.

Compact motor scooter is one kind of motor-driven cycle. This model gives 100 miles to the gal.

Motor-Driven Cycles

safety education data sheet no. 36 rev.

Definition

1. Motor-driven cycles are: every motor scooter, including every motorcycle, with a motor which produces not to exceed five horsepower, and every bicycle with a motor attached.

Problems

2. The driver is the primary problem in the motor-driven cycle area because he often lacks adequate instruction in how to operate a motor vehicle on public streets and highways.

3. In some states, persons who are under the age required by law for motor vehicle licenses are permitted to operate motor-driven cycles.

4. Many motor-driven cycles are equipped with brakes which are inadequate for stopping within a safe distance, making operation of the vehicle more dangerous.

5. The lighting equipment of many cycles is inadequate, and some cycles do not have *any* lighting equipment

6. Many operators of motor-driven cycles do not adhere to prescribed traffic laws, or to traffic signs and signals.

7. Cycles are sometimes operated on high-speed, heavily traveled highways, adding to the dangers of travel on these roads.

8. Homemade motor-driven cycles tend to be unsafe, and there is no way of checking the safety equipment or the construction of the vehicle before it is licensed for operation.

9. Many cycles are light in construction. Despite this, operators overload them by riding double or triple, adding to the danger and making the vehicles less maneuverable.

Statistics

10. According to reports, between 100 and 125 persons were killed, and from four to five thousand injured, in motor-driven cycle accidents in 1958.

11. A special study was compiled from 42 state reports on 98 fatal motor-driven cycle accidents. Motor scooters were involved in more than 90% of the total accidents; motorized bicycles and motorized children's vehicles accounted for the remainder.

12. Victims ranged in age from 9 to 79 years. 35% were under 16 years of age.

13. 7 of 10 accidents in the under-16 group occurred in rural areas.

14. A collision of a motor-driven cycle with a motor vehicle was the principal accident type. Of the 55 accidents in rural areas, 36

were collisions with motor vehicles. Of the 43 accidents in urban areas, 27 were collisions with motor vehicles.

15. Most of the accidents occurred during the afternoon and early evening hours—between 6-7 p.m.

16. The cycle operators were found violating the law in 70% of the accidents. The most frequent violation was failure to yield right-of-way to vehicle or pedestrian. Excessive speed and improper turning were next in order.

17. Four out of five accidents occurred during the six months, June to November.

Equipment: Lights

18. All motor-driven cycles should be equipped with at least one—and not more than two—headlights, which comply with standard requirements.

19. All headlights should be strong enough to reveal a person or a vehicle at a distance of at least 100 feet if the cycle is operated at less than 25 miles per hour.

20. If the motor-driven cycle is operated at a speed of 25 m.p.h. or more, the beam should reveal a person or vehicle at a distance of at least 200 feet.

21. If the cycle is operated at a speed of 35 m.p.h. or over, the beam should reveal a person at a distance of not less than 300 feet.

Photos: Sears, Roebuck and Co.

This "Mo-Ped," which looks like a bicycle with a motor attached, is a popular motor-driven cycle.

22. All motor-driven cycles should be equipped with at least one taillight which is plainly visible from a distance of 500 feet.

23. All motor-driven cycles should be equipped with one reflector on the rear of the cycle, as a part of the taillight or as a separate unit. The reflector should be visible from all distances within 100 feet to 350 feet of the cycle.

Brakes

24. All motor-driven cycles should be equipped with at least one brake which may be operated by hand or foot.

25. Every motor-driven cycle should be capable of developing a braking force that is not less than 52.8% of its gross weight.

26. The cycle should stop from a speed of 20 m.p.h. in not more than 25 feet, such distance measured from point at which application of brake begins.

27. It should also be capable of decelerating in a stop from not more than 20 m.p.h. at not less than 17 feet per-second per-second.

28. The motor vehicle commissioner is authorized to require an inspection of the brake on any motor-driven cycle and to disapprove of any brake he finds which will not comply with the performance ability standard set forth in the regulations. If, in his opinion, the brake is not designed or constructed to insure reliable performance in actual use, he may refuse to register the vehicle and may keep it from being operated on the streets or highways.

Horns

29. All motor-driven cycles should be equipped with a horn in good working order and capable of being heard from a distance of not less than 200 feet.

30. No horn or other warning device should make an unreasonably loud noise or a whistle sound.

31. No motor-driven cycle shall be equipped with, nor should the operator use, any siren, whistle or bell.

Licensing

32. An operator's license should be required for operation of a motor-driven cycle, and is mandatory in most states.

33. Some state regulations demand that the

operator of a motor-driven cycle fulfill the same licensing requirements necessary for operation of any motor vehicle. In others, the age requirement is lower than that for a motor vehicle license. A few state codes make no provision at all for motor-driven cycles.

34. New legislation in this area is pending in many states.

Safety Rules for Operation

35. It is best to inspect all motor-driven cycles periodically to see that they are in the best condition possible.

36. Motor-driven cycles should be operated at a safe speed at all times, to insure the safety of all persons, and the ability to stop within a safe distance.

37. All motor-driven cycle operators should follow the prescribed traffic laws and ordinances for motor vehicles.

38. The proper hand signals for turns, etc., should be learned by the operators, and should be used when operating the cycle.

39. All operators of motor-driven cycles should follow the directions of traffic signs when traveling the roads and streets.

40. Motor-driven cycles should not be operated in heavy traffic.

41. All motor-driven cycles should have proper headlights, taillights, and reflectors.

Sources

42. *Uniform Vehicle Code.* National Committee on Uniform Traffic Laws and Ordinances. Washington, D. C.: 1956.

43. *Accident Facts.* National Safety Council, Chicago, Ill. Published annually.

44. "Circumstances of Motor Scooter Accidents." Report prepared by the Statistics Division, National Safety Council. 1959.

Safety Education Data Sheets available are:

#429.04-	
-19	Alcohol and Traffic Accidents
-78	Amateur Electricians, Safety for
-26	Animals, Domestic
-37	Animals in the Classroom
-94	Archery, Safety in
-57	Auto Shop (Rev.), Safety in the
-66	Baby Sitting (Rev.)
-49	Bathroom Hazards
- 1	Bicycles
-18	Camping
-14	Chemicals
-59	Chemistry Laboratory, Safety in the High School
-86	Cigarette Fire Hazards
-80	Counselors and Helpers in Summer Camps
- 6	Cutting Implements
-68	"Do It Yourself," Safety in
- 9	Electric Equipment
-87	Electrical Shop, Safety in the (Rev.)
-34	Electrical Storms, Safe Conduct in
- 5	Falls (Rev.)
-60	Farm Mechanics Shop (Rev.), Safety in the
- 3	Firearms
-25	Fireworks and Blasting Caps (Rev.)
-44	Fishing, Hook and Line (Rev.)
-12	Flammable Liquids in the Home
-61	Floors in the Home
-20	Gas, Cooking and Illuminating
-50	General Metals Shop, Safety in the (Rev.)
-64	Graphic Arts Shop, Safety in the
-81	Gun Clubs: Their Organization and Activities
-22	Gymnasium (Rev.), Safety in the
-52	Highway Driving, Rules, Precautions

#429.04-	
-43	Hiking and Climbing (Rev.)
-91	Home Lighting
-41	Home Workshops
-42	Horseback Riding
-62	Iceboxes and Refrigerators, Hazards of Discarded
-79	Industrial and Vocational Education Programs, Coordinating Safety in
-70	Kites and Model Airplanes, Safety with (Rev.)
-23	Laboratory Glassware
- 7	Lifting, Carrying and Lowering Inanimate Objects (Rev.)
-53	Machine Shop (Rev.), Safety in the
- 2	Matches (Rev.)
-36	Motor-Driven Cycles (Rev.)
-55	Motor-Vehicle Speed (Rev.)
-31	Night Driving
-16	Nonelectric Household Equipment
-82	Office Safety
-65	Part-Time Jobs: Food Handling, Safety in
-13	Passenger Safety in Public Carriers
-10	Pedestrian Safety
-92	Pesticides, Safe Use of
-29	Play Areas
-69	Playground Apparatus
-74	Playground Surfacing
- 8	Poisonous Plants (Rev.)
-35	Poisonous Reptiles
-21	Poisons, Solid and Liquid (Rev.)
-93	Promoting Safety Through School Newspapers
-24	Public Assembly, Places of
-51	Pupil Excursions, Safety in
-38	Railroad Trespassing

#429.04-	
-11	School Buses—Administrative Problems (Rev.)
-63	School Bus Safety: Educating Pupil Passengers
-73	School Bus Safety: Operating Practices
-67	School Dramatic Productions
-47	School Fires (Rev.)
-85	School Lunch Room, Safety in the
-40	School Parties
-83	Sheet Metal Shop, Safety in the
-17	Sidewalk Vehicles
-84	Skiing Safety
-28	Small Craft
-71	Sports: Baseball, Safety in
-77	Sports: Basketball, Safety in
-72	Sports: Football, Safety in
-75	Sports: General Practices, Safety in
-54	Summer Jobs: laborers, home yard, service-stations
-45	Summer Jobs—Farm
-27	Swimming
-15	Tools, Hand
- 4	Toys and Play Equipment
-89	Track and Field Events
-33	Traffic Control Devices
-48	Unauthorized Play Spaces
-88	Vision and the Driver
-76	(Bad) Weather Conditions Safety in
-39	(Bad) Weather: Hazards, Precautions, Results
-90	Wearing Apparel, Flammability of
-56	Welding and Cutting Safely (Rev.)
-30	Winter Driving
-32	Winter Sports
-58	Winter Walking (Rev.)
-46	Wood Shop, Safety in the

Data sheets from SAFETY EDUCATION are available from the National Safety Council. 10 to 99 copies, $.06 each. Lower prices for larger quantities. Order by stock #429.04-and the title and number of the data sheets. Complete set of data sheets—$4.20. All prices are subject to a 10 per cent discount to N.S.C. members and schools, colleges, universities and public libraries.

BULLETIN BOARD

Large loss fires

It was a good year . . . comparatively. The National Fire Protection Association reports that, in 1960, a "significant gain" was achieved in the fight against major (over $250,000 loss) school fires. There were 16 major fires, costing a total of just under six million dollars, as opposed to 20 major fires, costing nine million, in 1959.

But *nobody* thinks . . .

Testing common science misconceptions among over 3,000 9-10 grade students, Dr. William P. Rogers unearthed some surprising notions. He found that well over 50% of the students tested firmly believe that:

A drowning man who goes down for the third time is lost.
Gasoline burns in the liquid state.
A burn from boiling water is more severe than one from steam.
A rattlesnake always warns before it strikes.

Table-top motoring

Model motor-cars—table-top variety—complete with two-lane highway, are the newest hobby fad. The last word in "compacts," these 2-6″ scale-models will eventually be made so true-to-life that youngsters will be able to use them to learn driving safety and rules of the road, and traffic experts will employ them to set up tests and simulate highway situations. Just like their full horsepower counterparts, these autos have "accidents" if driven carelessly, and must be maintained and serviced regularly. Gas mileage, however, is excellent, and parking problems nonexistent.

. . . with the most-est

They wear bright red sashes instead of frilly aprons, but the sixth-grade "Safety Hostesses" at Irving School in Ada, Oklahoma, take their duties seriously. Organized as a safety patrol to help cut down playground accidents, the little ladies have done their jobs so well that the only mishaps of late have been a few skinned knees. And their ultimate compliment came when the boys recently asked to start a similar group of "Safety Hosts."

where there's smoke

Aware of the potential dangers in the combination of students, cigarettes, and school, a North Vancouver, British Columbia high school allows student smokers a half-hour of peaceful puffing, during the lunch hour, on a secluded corner of school grounds. It's a custom that has been followed for 20 years, with the result that "sneak smokes" in corridors and washrooms have been eliminated. For American schools, this plan may have one basic flaw: equal rights are not extended to the ladies—smoking privileges are for men only.

On October 16, delegates will begin to flood into Chicago for a week of hard work. Their aim: accident prevention, and their goal: "SAFETY EVERYWHERE . . . all the time."

'61 Congress Sets

"SAFETY EVERYWHERE—All the Time!" Utopian? . . . Unattainable?—Perhaps. Absolute safety is an ideal state; but like most ideals, it's the stretching for it that counts.

So the real question is: what can we do *now* to prevent accidents, to teach safety, to save lives?

Nobody has all the answers . . . but we're trying to find them. And this year's School and College meetings at the October 16-21 National Safety Congress promise to be vigorous searching sessions, where ideas are exchanged, information is pooled, and problems discussed with an eye to doing something *right now* which will improve upon the past and plan for the future.

Designed to challenge the delegates, the sessions at Chicago's Hamilton Hotel will pose questions, present problems, and offer new information calculated to pinpoint important work areas. The general meetings include:

Eye-Opener . . . at a very early 7:45 a.m. session when A. F. Schaplowsky, public health advisor for the department of Health, Education, and Welfare will speak on "What You Don't Know CAN Hurt You."

The Keynote . . . of the session will be struck by Samuel Brownell, superintendent of schools in Detroit, Mich., when he delivers the annual Gordon Graham Memorial Address.

Brainstorming . . . in the form of four bull sessions, covering school transportation, swimming safety, safety for school employes, and design in traffic safety.

News Scoop . . . from Anthony Marinaccio, superintendent of schools in Davenport, Iowa, in his speech on how to get your safety story across: "Communication & Its Relationship to Safety Everywhere . . . All the Time." Marinaccio will declaim over coffee cups at the annual School and College luncheon sponsored by the American Trucking Association, Mobil Oil Co., and Nationwide Mutual Insurance.

TV Tour . . . through the new Mid-America Broadcasting Center Studios of WGN and WGN-TV in Chicago for an inside look at media.

Getting down to particulars, the special interest sessions will closely examine important aspects of their educational areas. The Pensacola supervisor will exchange ideas with the supervisor from Peoria, the University of Wisconsin's head of safety will discuss problems with his counterpart at Iowa State, the junior high will trade problems with the elementary school. The NEA, the NSC, the PTA and even ETV will have representatives at various sessions.

D.E. Group Studies Technique, TV

New driver education teaching techniques, and the use of teaching machines and driving simulators for laboratory training will highlight the 1961 section meetings. Delegates will examine the content and effectiveness of televised courses in driver education. Building support for the D.E. program with new public relations ideas, and an examination of the national status of the program at present, are also on the agenda.

Elementary Educators Assess Problems

After taking a long look at the current social, political, and economic situation, elementary educators will attempt to relate the tempo of the times to safety education. Following demonstration of a classroom experience built on an

High Goals

accidental injury to one of the pupils, the group will continue their examination of safety and the school curriculum. A provocative question: "Is safety education academically respectable?" will be discussed. In addition, resource aids for teaching safety will be introduced, and a research project in progress described. Each session will be in study-discussion form, with ample opportunity for audience comment.

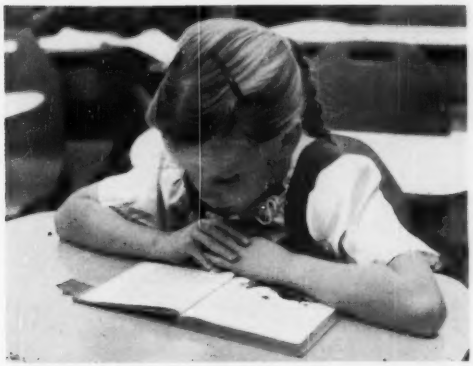
Higher Education Offers Full Program

What elements belong in a general college course in safety education? Who does what in safety supervision on a college or university campus? What services should a campus traffic safety center perform; how should it be staffed and financed? Are bicycles and motor scooters becoming a serious campus safety problem? . . . Delegates will hear reports on these questions, followed by open discussion. Information on recent research projects in safety education, and a special presentation on the new National College and University Safety Awards are also planned.

Supervisors Plan for Emergency

Preparing for disaster, safety supervisors will consider emergency drills and procedures for cyclones, tornadoes, floods, blizzards, fire and enemy attack. Civil defense programs, and the history of the civil defense movement, will be examined. Delegates will also hear a panel discussion on "Cooperation Between Local Safety Councils and the Safety Education Supervisor," and hold an informal discussion of "Safety in the Sixties."

For complete information and hotel reservations—which should be made immediately—write the School and College dept., National Safety Council, 425 N. Michigan, Chicago●



Is safety education academically respectable? —Elementary section discusses a thorny question.

Where's driver ed going . . . and where has it been? —Driver educators look at today, into tomorrow.

When the alarm goes off, what are students to do? —Supervisors examine emergency drill plans.

Any good battles lately?

Borgerson Competition Opens

K O'D at the end of a ten-round bout, "Thoughtless Driver" and "Careless Walker" went down to defeat. A blow-by-blow account of the battle was told by Ralph W. Jones, director of health and safety education in the Ithaca, N. Y. public schools, in an article that won him the Norman E. Borgerson Award for 1960.

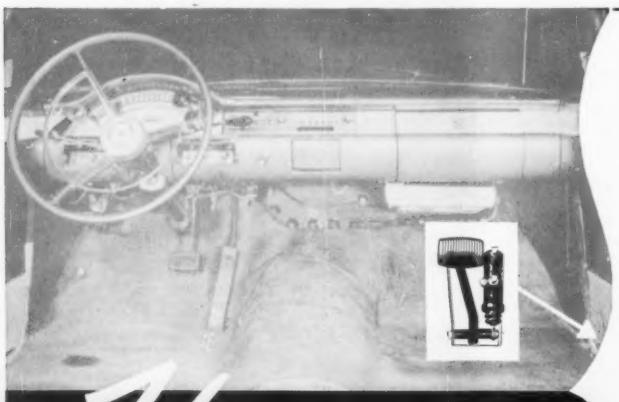
Fought any good battles lately? . . . A program of frontal attacks or quiet in-fighting, a plan for organization, an idea to explore or opinion to expound can be made the basis for an article-entry in the 1961 Borgerson competition.

Supported by a fund created by safety leader Norman E. Borgerson on his retirement from the Michigan Department of Public Instruction, the contest awards a $50 government bond annually for the best article written by a person responsible for safety education in his school or school district.

The article must have safety education supervision as its subject. Last year's award story, "The Winner," outlined the steps in a safety supervisor's August-September campaign to reduce late fall and back-to-school traffic accidents.

Judges will select the winning story on the basis of content, form, and contributions to the field. Their final selection will be published in the May, 1962 issue of SAFETY EDUCATION.

Manuscripts should be about 1,000 words in length, and must be submitted before December 31, 1961. Send entries to: Editor, SAFETY EDUCATION, 425 N. Michigan Ave., Chicago●



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College Safety Educators Meet

IMPROVING college instruction, and the need for standards to guide college administrators and safety specialists, were two basic issues given serious consideration at the Eighth National Conference on Campus Safety, according to Dr. James E. Aaron, coordinator of Southern Illinois University's Safety Center, who arranged the program.

Included in the more than one-hundred delegates who attended the three-day meeting, on June 15-17 at SIU's campus, were many representatives of industry. "These men emphasized their sincere interest in helping colleges to train professional and technical personnel in safe procedures which will carry over into industry," Aaron said. At present, some colleges are offering such pre-job safety training. Delegates heard a presentation by Safety Engineer Gus Scheffler, who described the University of Minnesota's course in laboratory safety, which is required for all advanced students.

Commenting on the need for standards, Aaron said, "Through accident reporting, school administrators are becoming increasingly aware of their financial and manpower losses from lack of organized safety programs. They are virtually demanding that standards be set to guide personnel in safe operations and student controls."

At the Conference, the National Safety Council's Campus Safety Association demonstrated some advances it has made in the search for standards. These include studies of the desirable facets of a balanced safety program, campus parking and traffic law enforcement, disaster and civil defense preparedness, bicycle controls, and fire safety in housing and classroom buildings.

At the annual business meeting, the Association approved a manuscript on college housing safety which had been produced in conjunction with the American College Health Association and the National Association of College and University Housing Officers.

Chairman Mark J. Dondero, safety engineer at MIT, confirmed the election of new officers for 1961-62. As his first order of business, Chairman-elect Charles W. Easley, safety engineer at Cal Tech., announced that the 1962 conference will be held June 20-22 at the University of California, Berkeley Campus, in response to an invitation from Chancellor E. W. Stone. Arrangements will be made by a committee headed by Marvin W. Wells, senior superintendent at the University.

Mark Dondero (left) hands gavel over to Charles Easley, the campus safety group's chairman-elect.

All of the presentations and proceedings of the business meeting, will be available from the NSC, 425 N. Michigan Ave., Chicago, as *Safety Monograph for Colleges and Universities No. 12*●

Football Helmets May Cause Head Injury

IT WAS designed to give maximum protection, but the plastic football helmet has recently come under fire as a cause of serious injury to the brain and spinal cord. Dr. Richard C. Schneider, a University of Michigan neurosurgeon told the Wisconsin state medical society that 14 of the 18 football deaths in 1959 were due to head and spinal injuries.

According to Dr. Schneider, the football helmet's rigid face guard acts a lever, forcing the player's head back sharply and jamming the hard back edge of the helmet into his neck when he is struck by an opponent. This sometimes dislocates and fractures back vertebrae and damages the spinal cord.

Aware of the problem, manufacturers of protective equipment are now working to perfect a safer football helmet●

It's depressing to come from the bright outdoors into a dark corridor. Using architectural psychology, new schools are built with big-windowed halls and pleasant open entrances like this one.

Photo: J. W. Molitor • Architects: Perkins & Will; Harvard, Burt, and Hill

No Blueprint For Safety

No blueprint . . .
Because safety is not built of glass
and concrete, but of good attitudes.
Nevertheless, modern architecture can
work toward safe school environments.
The author, whose firm has built over
300 schools, tells how.

by Lawrence B. Perkins

THE best architect cannot build a safe school. Safety comes from attitudes — the attitudes of the administrators, the teachers, the children.

It's true that through construction materials and design features of his school buildings, the architect can help to induce attitudes of calm —of safety. But if the people using the educational facilities from day-to-day are not safety-conscious, no building can be called truly safe.

Accidents can't be blue-printed out of existence. Non-slip materials, perfect lighting, elimination of obstructions, smoothly rounded corners, and shock-resistant glass are some elements of a safely constructed building. However, materials and plans notwithstanding, a school originally designed for 600 students, and later occupied by twice that number, is simply no longer safe.

And just as the possibility of accidents can never be eliminated from the human condition, so it is with the school environment. For example, there's no way to saw a board without using something that will cut wood. What cuts wood will also cut fingers. But I would far rather that a child have the wonderful experience of working in a school shop—or in a chemistry lab — where accidents can happen, than that these activities be sacrificed in a misguided effort to make him "absolutely" safe.

Another potential danger area is the playground, with its climbing, sliding, and movable equipment. Falls from these cannot always be prevented. If a child falls, he may get hurt.

But I will accept scraped knees as a desirable part of education. I certainly would never forbid a child of mine from playing on these devices. Nor would I prohibit him from climbing rocks or splashing in the water, if they were part of his play environment. I think that the slight danger is nothing compared with the risk of depriving a child of these learning experiences.

Since safety is primarily an attitude, it cannot be woven of aluminum, concrete, and stainless steel. Of course, modern technology and research can be employed to make a school architecturally as safe as possible. More important, the school architect can also try to create an environment that will be conducive to safe attitudes.

Lawrence Perkins is a partner in the firm of Perkins & Will, Architects.

At Entrances and Corridors . . .

Both for aesthetic reasons, and also as a safety factor, we like to design school entrances with as much light as possible, to minimize the shock of going in or out of them. Psychologically, it is depressing to come from the outdoors into a completely dark corridor.

Serenity in corridors further induces safety. Light colors, acoustically treated ceilings and walls, and sufficient artificial lighting to create light sources at floor and ceiling are important elements.

With enough light, one can clearly see where he is going—worry and tension are reduced. Glass partitions above the lockers are one source of extra light, bringing it from the classroom into the corridors. While this is a Perkins & Will design feature, I understand that this type of construction is illegal in many states. However, where such design is permissible, there

Photo: J. W. Molitor • Architects: Perkins & Will

Blanket bins below counter and low wall cabinets provide ample storage, reduce classroom hazards.

Handiwork is on display outside all classrooms in the technical arts section of Evanston High.

is an added sense of spaciousness, as well as the factor of increased light.

A waxed floor may be a corridor hazard; but a clean floor is preferable to a dirty, dingy one. Highly waxed floors probably present more dangers to teachers wearing spike heels than to children. And both can learn. If you walk out on an ice skating rink, you are aware of what you are doing, and you do not fall. In the same way, if you walk down a wet or newly-waxed hall, you proceed with care.

In elementary schools, we frequently choose to provide rows of coat hooks instead of lockers in the corridors. A shelf, built above the hooks, operates as a fender and prevents the pokes which cause head and eye injuries.

At Classroom Doorways . . .

We have built many schools with glass corner display cases at classroom entrances. The cases are a device to "merchandise" the activities of a particular room or class to the rest of the students. I suppose that this sort of integrated design could be unsafe, but we have yet to have any trouble with it. Here again, this is a hazard only if you think it is unsafe to expose children to ideas! The real hazard is glass in a door itself.

The concept that doors should open out into the corridor is the result of a tragic fire where the people inside wedged themselves tightly against a door which opened in. There should never be so many people packed into a school classroom that this problem would arise.

The hazard of a door swinging out into a corridor is immense. Our general practice is to have the door swing into the classroom, if the door is flush with the corridor. If we have room to recess the entrance, we have the door swing out.

In general, we try to provide two ways out of every space in which there are children. However, in Chicago's recent school fire tragedy, every room had two exits into the same corridor. The reasoning, of course, was that any fire would be localized at one end of the corridor, and that the students could escape out the other. Unfortunately, it was not true.

Inside the Classroom . . .

The ability to move freely within the classroom, with no danger of stumbling, tripping or having to accommodate to furniture is, in itself, a major safety factor. Everything else being equal, a classroom with 1000 square feet

for 30 students is safer than one with only 600-700 square feet.

Adequate storage, provided by built-in cabinets, open and closed shelves, coat closets, pull-out bins, and beneath-the-window compartments for supplies and other paraphernalia, makes for clear, uncluttered, safe classrooms.

I think that the furniture and equipment manufacturers have been extremely good about designing the little hazards out of their products. The edges are rounded, and there are no sharp tearing projections.

For Fire Protection . . .

Crowding, which leads to disciplinary administration, is the main culprit in any school fire. Sprinkler systems and various types of alarms will minimize the fire hazard.

Sprinklers should be installed in the infrequently visited parts of the building: storerooms, at the bottom of staircases, in closets, and in the boiler room. If a fire should start in one of those places, it's likely that nobody will see it until it suddenly goes "pouf!"

In Service Areas . . .

Michigan has a law requiring that each boiler room have an independent roof. This is a good law and, generally, we follow it everywhere. We also place the boiler room near the main entrance to the school, where it can be seen. Taking pride in the beauty of their installations, custodians and engineers keep them clean and well painted. As rubble and litter are reduced, hazards are decreased.

Washrooms and showers, if not properly planned, can present a collection of dangers. For example, a good spurt of cold water in the shower room could result in considerable jumping around. Things that students might hit should be fairly blunt. Corners should not be sharp. Anything that can jab and tear should be protected. Soap dispensers should be above shoulder height to avoid hitting against them. To eliminate slipping, floors in this area should be of an abrasive type.

If hot water pipes in the showers are not buried in the walls, they must be set high and out-of-reach. Color coding could certainly be used as a safety measure — everyone knows about red and green traffic lights. To know that a pipe is hot by its color is certainly better than making the "touch test" to find out.

Outside the School . . .

It is important to try to design all bus and car areas so that vehicles will never have to back up. In this way, the driver is always looking in the direction in which he is going.

To make the loading areas as comfortable as possible, a roof can be extended over the sidewalk, creating a nice dry protected standing and play area. With this type of construction, the whole school can comfortably wait outside for buses and cars. In addition, a spacious waiting area reduces running, pushing, and shoving.

Architecture can help induce safety by incorporating these ideas in school building design. However, the only truly safe school is the one where the safe attitude prevails and is nourished by administrators and teachers●

Ample natural light enters through windows and partition above wardrobe area. Window bench provides seating for removing boots, etc., relieves congestion in corridor. A low step, and the bins above, protect coat hooks from jabbing.

Architects: Perkins & Will
Photos: Hedrich-Blessing

Deadline Set for 90 Per Cent Awards

NEAR perfect—School systems with 90% of their schools on the National School Safety Honor Roll are eligible for the special NSC "Ninety Per-Cent Award."

Designed to recognize school systems with excellent safety education programs—system-wide and in their individual schools—the award also aims to encourage further school participation in working for accident reduction. The honor was earned by 73 systems in 25 states last year.

Recognition is not automatic. All school systems (defined as five or more schools under the jurisdiction of one administrative head) which are eligible, must make application in order to qualify for the award.

Further information and application blanks may be obtained from the School and College department, National Safety Council, 425 N. Michigan, Chicago. Completed applications must be received by October 31●

Study Examines Laws On Safety Education

A RECENT study of state laws on safety education, compiled by Dr. James F. Nihan of New York University, uncovered a wide variety of statutes and a number of ineffectual provisions in the fifty state codes.

Many laws fail to provide flexibility for local initiative and adaptability. There are conflicting standards among the states and within states. Many codes are ambiguous as to authority and responsibility. Several states' regulations are hortatory rather than regulatory.

Forty-eight states have legislation and 19 have regulations affecting at least 8 major phases of safety education. None have legislation or regulations pertaining to all phases. Several state education departments use the laws in lieu of regulations. Evacuation drills are covered by law in 34 states, by regulations in nine. Twenty-four states have laws regarding driver education; 15 have regulations. General safety education is included in the laws of 23 states, in the regulations of 14. Fire prevention education is legislated in 18 states but covered by regulations in only one state. School safety patrols are provided for by law in 12 states, by regulations in four. Statutes providing for traffic safety education were found in 11 states, regulations in only three. Civil defense education is affected by legislation in three states, by regulations in five. Six states have laws dealing with education in firearms safety.

After examining all state laws, an evaluating group decided that the most effective laws should: 1) require all schools to offer instruction in the several phases of safety; 2) authorize state education departments to regulate the details of such instructions; 3) authorize the expenditure of school funds for safety instruction; 4) avoid prescribing the details of safety instruction; 5) not mandate that non-educational agencies participate in, regulate or control education functions; 6) refrain from providing special financial support for certain phases of safety instruction and, 7) not involve the schools, directly or indirectly, in the granting of licenses or permits.

Safety education regulations should: 1) establish the basic framework within which school districts may adapt safety instruction and, 2) provide uniform minimum standards relative to granting credit for safety courses, time devoted to safety instruction, distribution of safety education funds, grade levels for such courses, and the extent of participation by non-educational agencies●

Fithian Faries Joins Kentucky State Faculty

FITHIAN FARIES, staff representative for the safety education supervisors section (SESS), has left the National Safety Council to return to his native Kentucky.

"Jack" joined the NSC School and College department last September after many years as an active member of the SESS. He served on the executive committee of the Supervisors section, and had been chairman of its fire education activities committee and of the standard student accident reporting committee.

In his new position, he will be director of audio-visual education at Western Kentucky State College in Bowling Green●

Photos: Chicago Public Schools

safety education for the exceptional child

World Without Sound

by John E. Taylor

THE same curiosity exists with young deaf children as with young hearing children. A deaf child is interested in what is in the medicine cabinet, will dart across a street, play too close to a stove. It is not because of the loss in hearing that he does these things; rather it is because he is just a child.

Teachers and parents must understand the necessity for young children to touch, to feel, to investigate. For the youngster five and under, life is an adventure of tasting, chewing, swallowing, and smelling.

Because of their impaired hearing, inexperience, and lack of understanding, these spirited youngsters may injure themselves or others. Accident statistics pinpoint the vital need for teaching, directing, and helping these children to continue their healthy, busy activities in safe and constructive ways.

No group is free from accidents; but children with auditory handicaps are particularly susceptible because of their inability to hear warning sounds: an automobile horn, a train whistle, a fire bell, the hissing of steam from a hot radiator, the sound of high-speed machinery.

Further, the deaf child misses the avenues of learning open to others who possess normal hearing. Because of his lack of hearing, the young deaf child is unable to clearly understand explanations that are spoken or written. These children miss many of the aids that enable others to interpret the world around them. They miss the explanations of the "whys" and the "whats."

It is true that the deaf have keener visual

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Wearing special binaural earphones, student with partial handicap hears sounds greatly amplified.

acuity and sharper powers of observation than individuals who possess normal hearing. The hearing impaired are threatened by the sensory defect and are challenged to utilize their remaining resources at the highest possible degree of efficiency. According to Myklebust and Brutten, in their "Study of the Visual Perception of Deaf Children," the loss of hearing encourages a re-adjustment of the dynamic system, thereby causing the hearing impaired individual to behave in a qualitatively different manner in order that he may adjust and survive.

In the child with normal hearing, vision and hearing "team up" as distance senses. Vision is directed to the foreground, and hearing encompasses the background as well as the entire environment. The objects and activities that are directly before the child are related through vision. Hearing extends to the total environment, functions night and day, around corners, and into the dark. However, in cases where the child doesn't hear normally, vision and perhaps, the sense of smell, must serve to inform him of objects and activities that are in both the background and foreground.

In children whose sense of hearing doesn't function normally, the kinesthetic sense is also highly developed. Nevertheless, it is difficult for children with impaired hearing to keep in contact with their environment and to explore and know it fully. With the auditory sense impaired, the visual, kinesthetic, and tactile senses —and whatever residual hearing is present— must be utilized to compensate for the acoustic loss.

The question is not whether safety education is important to this group of handicapped children; rather, it is how and by what procedure this vital area should be covered. We know of the tragic results of traffic accidents, home accidents and school accidents. We are aware of the danger of poisons, falls, and fires; the hazards in swimming, bicycle riding, hiking, games, and sports. However, there must be a confident and enthusiastic approach through home and school in teaching safety education to hearing impaired children.

Safety education of the acoustically handicapped should be organized so that the children will not have to avoid certain environments because of accidents which might happen. The best approach is to train them in certain patterns of living so that the accidents associated with impaired hearing can be eliminated.

Special education plays a vital role in an overall program of safety education for deaf children. This program should include the operation of a safety education program in the schools, and instructions to parents of preschool deaf children as to procedures they may follow in the home.

In the schools, there should be a double emphasis: first, on helping children to understand the hazards inherent in situations or emergencies in which they will find themselves, and second, on teaching various ways of meeting those hazards without incurring personal injury. Teachers and pupils should find, analyze, and attempt to solve problems in safety which are of significance to hearing impaired persons.

The organization of a school's program for safety education of auditory handicapped children should cover these areas:

- Administrators must be interested in organizing and maintaining a safe environment. Printed lists of safety rules and regulations should be distributed to all school employees and posted in the various sections of the school: classroom bulletin boards, dormitories, vocational department shops, infirmary, gymnasium.

Safety education should be on the agenda of one or more of the staff meetings during the year. It is up to the administrator to check frequently to see that these rules and regulations are being practiced. New employees should be informed of the safety regulations of the school.

- All school personnel must participate in teaching safety. The house-parent, vocational teacher, coach, and nurse are as much involved in teaching safety to the deaf child as is the classroom teacher.

- The safety program or plan that is developed for the school should permit safety teaching to be challenging, realistic, and sequential. It should be based on sound principles of child development.

- For each grade, there should be certain units on safety education that are incorporated in the curriculum. These units should be set up to provide progression in safety education parallel to the living experiences of hearing impaired children at each grade level.

- Equip all rooms in the school building, dormitories, infirmary, and vocational departments with flashing red lights in addition to sound alarms for fire drills. This equipment is a must and should be checked frequently to maintain working order. Each child should be thoroughly instructed as to the meaning of the flashing light. If a new student is enrolled during the school year, it should be established

This article is third in a series of special features on safety education for the exceptional child. A joint project of the elementary school section of the NSC and the Council for Exceptional Children, the series is being published in *Exceptional Children* and *Safety Education*.

procedure to inform him of the warning devices of the school.

- Fire drills should be practiced frequently. When or where a fire might occur is unknown. Therefore, fire drills should be practiced when the children are in various places of the school —when they are in the dormitories as well as when they are in the classrooms.

- Adequate visual aid materials, such as films, pictures, posters, slides, and charts should be available and regularly used by the staff.

- Guidance of pupils in developing safety awareness is essential. Dramatizations and demonstrations can be used with great success to make deaf children aware of what might happen if, for example, they are not cautious around high-speed machinery.

- The school should offer instructions to parents as to what they can do in the home in order to participate in the overall program of safety education. Most schools for the deaf conduct conferences for parents of preschool children where this topic could be discussed.

Parents should be told to utilize the child's

Teaching the deaf requires much individual attention. In this exercise, sight, sound, and touch are being coordinated. The student watches the teacher's lips as she forms a word, hears the sound of her voice amplified through earphones, and feels the vibrations of his own voice as he mimics the sound.

vision whenever possible, by employing gestures and facial expressions to convey that he is not to do certain things.

In addition, the child's play area should be surveyed to determine whether it is completely safe for play. Of course, dangerous objects and medicines should be kept out of reach.

Frequent home fire drills, where safe exits from every room are shown to the child, should also be advised. Finally, a night light should be left burning in his bedroom.

Safety education for the child with impaired hearing is complicated by a "language barrier"—his inability to hear sounds. However, though special techniques of instruction, and use of special equipment, these children can be taught to recognize and to cope with accident hazards. Knowledge and attitudes can be developed which will enable them to lead safe lives●

'Police-to-Parents' Urges Safe Driving

STITCH-IN-TIME warnings to parents, aimed at preventing youngsters from getting in serious trouble, are part of a program initiated by the Delaware State Police.

The program deals not with delinquents but with "good kids" who might be led astray, and its premise is simple. In this age of speed and distance, police say, even the best parent can't always know what a youngster is doing or with whom he's doing it. Today's teenagers roam far afield, and scant news of their conduct gets back to parents. Pointed notes from police ask parents to span that gap.

Since the program has been launched, more than 1,200 letters have been sent to parents. A typically blunt example: "Dear Mrs. Jones, On U. S. Route 40 last night, your daughter Helen, 15, was contacted by state police. When she came to our attention, she was a passenger in a car driven by a 17 year-old boy, who was arrested for driving in excess of 80 miles an hour.

"Your daughter violated no law but was in great peril, and we thought you should know so you can advise her. The boy had been arrested before for dangerous driving."

Many parents take a dim view of the whole procedure. They deplore the fact that each letter is accompanied by a questionnaire, asking, among other things, "What is your attitude?" (toward the letters) and whether the teen ager "admits to participation." And parents who do not return the questionnaire receive another, sterner letter. They are asked why the questionnaire has not been returned, and are even asked for the name of anyone who advised against replying.

Parents most serious objection is that the letter becomes part of a police file—albeit a confidential one, available only to the courts. Since no legal wrong has been committed, some parents consider the procedure "high-handed" and possibly even illegal. State police argue that the file is destroyed when the youngster reaches 18.

Still in its infancy, the police-to-parents concept is being closely watched by police officials across the country. If the Delaware program meets with success, similar plans may be adopted by other states●

"Isn't Jeffie Wonderful!"

A simple re-statement
of some of the basic principles
at work in every safety education program.

by Homer Allen

Motivation, Attitudes, and Safety Education

WHY do people have accidents? Surely, no normal person sets out deliberately to become a casualty. Yet accidents occur regularly although most people seem to know how best to handle a given situation.

Experience indicates that knowledge about hazards is not enough to prevent accidents. Neither is skill of performance a positive preventive.

One might think that intelligence would be a good measuring stick in terms of avoiding accidents. However, high intelligence by itself does not prevent a person from having accidents. In fact, some of our most brilliant people have been classified as "accident prone." It is thought that because of their high mentality, they do not focus their attention on a simple task at hand. Their minds wander to more difficult thoughts, and suddenly they are in trouble because they have not perceived the external warnings which would tell them of approaching danger.

For accident repeaters, it is generally agreed that faulty attitudes, poor social adjustment, lack of emotional stability, and ignorance of safe habits are important contributing causes. An automobile driver who insists upon always claiming his right-of-way is asking for, and usually receives, a series of accidents. The bumper-rider, the horn-tooter, the sneaker through yellow lights is usually lacking in emotional stability, and may become a chronic violator or accident victim.

Studies have shown that many individuals who have some type of disability tend to compensate for the handicap and may actually have a better accident record than "normal" people in the same age group. Knowing their limitations, they concentrate on the job at hand. They anticipate trouble and avoid it.

Then too often, the real cause of an accident never becomes known. You fall down a flight of stairs, and in your accident report, under "cause": you write "Fell down stairs." But why did you fall? What was behind your failure to perform safely an act which you have done hundreds of times?

Mental attitudes become increasingly important. A person who knows about hazards, who has certain physical skills, and who has the attitudes which prompt him to handle a situation as safely as possible, is usually less apt to have an accident.

Safety education is, of course, one means by which we may hope to develop these traits in a majority of people. As with all education, motivation is a keystone. And a good safety education program will come from a skillful blending of all the motives and interests of the group.

Everyone possesses certain basic motives which guide his actions in a variety of situations. The teacher can appeal to one or more of these motives in her pupils, if she knows their individual traits. Some of the basic motives are:

▸ *Self-preservation.* We must assume that everyone has this motive, at least during his school years. He will not knowingly expose himself to a situation which may result in a fatal accident. Therefore, if we can show him why and how certain actions are dangerous, we

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may hope that he will conduct himself safely.

▸ *Personal reward.* Some people do the right thing because someone else will say "Thank you." Others do the right thing because someone will give them five dollars. Still others feel rewarded by a high grade, a headline, an extra piece of pie. If the teacher knows the student with whom he is dealing, he can arrange rewards so that they will contribute to better safety habits.

▸ *Group membership.* It is extremely important to many young people that they be considered as a member of a group. For this reason, safety projects which appeal to students as a group can often be effective. If the group decides to outlaw drag racing, or try for a safety award, the individual will go along. He needs the group, and it needs him. A good group is a great asset to a school or community. A bad group produces the agitators, the violators, and the accident makers.

▸ *Rivalry.* There are two kinds of rivalry—healthy and unhealthy. Healthy rivalry is what urges a person to become as qualified in an activity as anyone else. Unhealthy rivalry becomes apparent when one person belittles the ability of another—at the same time doing everything possible to focus attention on himself. Failing to match the capability of his rival, he makes excuses, or refuses to participate. In the end, he may even try to injure his rival in order to show his superiority. Rivalry can be as important in the classroom as in sports activities.

▸ *Responsibility.* If a person can feel that he has some position of responsibility, which he can fulfill as well or better than anyone else, he is aware that others look up to him. He does not want to upset their faith in him; thus, he is on the alert to avoid anything which might cause him to lose this position of prestige. True, some students have more natural talent for assuming responsibility—but almost anyone can be given something as his own special job. Even the fourth assistant-manager of the basketball team can feel important, if he is the *only one* who supplies gum to the players.

▸ *Leadership.* Some people assume leadership naturally, accepted by the group because of their demonstrated talent. Channeled in the right direction, leadership becomes an important motivating factor in the life of the individual and of the group. Channeled in the wrong direction, it may result in harm not only to the leader but to the group.

Much of behavior is more or less automatic. We learn by observing other people. We respond to a situation in the way which we have learned is best. Habits become automatic. And, over a period of time, each person should develop a series of correct responses to the great variety of hazardous situations which he faces.

Add to these physical habits the development of good attitudes, and we are well on the way toward making a safety-conscious person. Such an individual should be able to lead a well-rounded, exciting life, with a minimum of accidents and injuries. There are many accepted methods for developing good attitudes. Some of them are:

▸ *Travel and excursions.* Whether it is a first grade visit to the fire station, or a ninth grade excursion to a factory, the idea is to let the pupils observe what is being done, and how. An understanding of the safety problems will almost surely help develop good attitudes toward them.

▸ *Use of group pressure.* If the majority of the group frowns upon the actions of one member, chances are good that he will change his ways. If he changes his ways, he will probably also change his attitudes.

▸ *Appeals by "prestige" people.* A speech on safe driving by a champion automobile racer, or a recognized "expert" will have far better results than the same speech delivered by a teacher or parent. Use these "prestige" people any time you can to improve attitudes.

▸ *Audio-visual aids.* To help remind students regularly of their responsibilities in terms of safe living, posters, signs, records, and movies are useful. At the same time, be careful not to overplay your publicity; students must be given something new, or at least different, at intervals.

▸ *Co-curricular activities.* Working with other people of both sexes can be educational, pleasant, and stimulating. By trying to solve school problems in cooperative meetings, the individual's responsibility to the group becomes apparent.

Some of the information in this article is based on Chapter IV, *Education for Safe Living*, by Herbert J. Stack and J. Duke Elkow.

The Title Page

Books, pamphlets and films of interest to safety educators

By Lois Zearing
Director, NSC Library

Bicycles

Bicycle Safety Program, 1961. 38 p. Department of Safety Education, Board of Education, 1211 McGee St., Kansas City 6, Mo.

Chemistry

Safety Manual for Chemical Laboratories. G. N. Quam, Marshall Fishman and Diane Carullo. 1961. 44p. Capt. Henry Koonce, Research and Development Div., Villanova University, Villanova, Pa. 60c.

Driver Education

Psychophysical Tests. Lillian C. Schwenk. 1961. 34p. Driver Education Laboratory, Iowa State University, Ames, Iowa. 50c.

This manual is designed to aid the teacher in administering and interpreting certain tests for evaluating a driver's limitations. Other directions and experimental procedures are also given.

Selection, Instruction and Supervision of School Bus Drivers. 1961. 23p. National Commission on Safety Education, National Education Assn., 1201 Sixteenth St., N.W. Washington 6, D. C. Single copies 50c.

Recommendations of the National Conference on School Transportation, October 4-7, 1959, University of Kansas, Lawrence.

High School

Health and Safety For The High School Student, Barbara Leader, et. al., The John C. Winston Company, Philadelphia, Pa. 1959.

Primarily, the textbook was designed for teaching health to high school students. Only one chapter in Unit III (Help Yourself to Safe Living) is devoted to safety. Over half of this chapter is on traffic safety while the remainder is divided between various safety subjects as: accidents in the home, accidents on the farm, occupational safety and civil defense. Only the very briefest treatment is offered for any one given topic. Many pictures, charts and graphs help to illustrate the topics. In the study guide at the end of the chapter the authors have listed additional topics for discussion as well as supplementary readings.

Organizations

4-H Leaders' Handbook on Safety. Prepared by National 4-H Safety Program Development Committee. 23p. General Motors, 11-269 G. M. Bldg., Detroit 2, Mich.

Recreation

Family Recreation and Safety—1961: Guide to Healthful and Safe Recreational Activity. 80p. Center for Safety Education, New York University, Washington Square, New York, N. Y. Single copies $1. (to be reviewed)

School Buildings

Planning Schools for New Media 1961. 72p. Division of Education, Portland State College, Portland, Ore. $1.

A guide prepared to assist school people in planning schools to utilize modern teaching technology—an aspect of school planning that has been seriously neglected, not only in older school buildings but in many modern ones as well.

School Plant Management: Administrating the Custodial Program. U. S. Dept. of Health, Education, and Welfare, 1961. 97p. Superintendent of Documents, Washington 25, D. C. (Bulletin 1961, No. 4)

School Buses

School Bus Driver Manual. 1961. 24p. State Dept. of Public Instruction, Helena, Mont.

Sports

Report on Mouth Protectors. Joint Committee of the American Assn. for Health, Physical Education and Recreation, and the American Dental Assn. 1960. 21p. AAHPER, 1201 Sixteenth St., N.W., Washington 6, D. C.

Indicates how nearly all sports injuries to the teeth and mouth can be prevented by the use of carefully made, properly fitted mouth protectors.

The Twenty-Ninth Annual Survey of Football Fatalities, 1931-1960. Committee on Injuries and Fatalities, American Football Coach Assn. 1961. 26p. Floyd R. Eastwood, Los Angeles State College, Administration Bldg., 142, 5151 State College Dr., Los Angeles 31, Calif.

Teachers Aids

Safety Guides for You—in the Primary Grades. 1961. 100p. National Commission on Safety Education, National Education Association, 1201 Sixteenth St., N. W., Washington 6, D. C. Single copies $1.50.

The guides are designed to provide elementary school teachers with plans which will facilitate an approach to safety instruction based on local needs and interests.

Films

"Electricity: Principles of Safety." 16mm sound, black and white or color, 11 min. Coronet Films, Coronet Bldg., Chicago 1, Ill. Price: $60—black and white, $110—color.

"Passing Fancy." 16mm sound, black and white, 14 min., produced by General Motors. Available from Audio Visual Center, Michigan State University, Lansing, Mich. Rental: $1.

"Safety Through Seat Belts." 16mm sound, black and white, 14 min., produced by University of California. Available from Audio Visual Center, Michigan State University, Lansing, Mich. Rental: $2.50.

"To See Ourselves." 16mm sound, color, 17 min., produced by Aetna. Available from Audio Visual Center, Michigan State University, Lansing, Mich. Rental: $6.

The 1961 edition of *Accident Facts* has just come off the press. Compiled by the statistics division of the NSC, this book gives facts and figures on all types of accidents. The section devoted to school statistics gives comprehensive information on school-age accidents by location, type, and frequency. Price: $1.85. Lower for quantity orders.

News of Research

An Evaluation of Some Aspects of the Driver Training Program in Los Angeles City School Districts. **Staff Project, Evaluation and Research Section, Los Angeles City Schools, 1961.**

Nature and purpose of the study:

The purpose of this study was to collect, present and interpret material on certain aspects of the Los Angeles City Schools' driver training programs which might be of help to the Board of Education in making decisions concerning the future of the program.

Description and design:

This study was limited to driver training only (behind-the-wheel instruction) and attempted to answer the following questions: (1) Does the present system of selecting pupils to take driver training result in any differences in ability and/or achievement levels between pupils who take driver training and those who do not?; (2) What happens to the school marks (grades) of pupils who take driver training, and in what ways do their marks differ from the marks of those who do not take it?; (3) What do the various interested groups—school administrators, A-12 pupils, their parents, and the voters of the community—believe and desire with respect to the function of the high school in preparing pupils for driving?; (4) To what extent are these groups willing to express themselves with respect to the financial implications of driver training?

Data for the study was obtained through: (1) systematic referral to test data on file in the Evaluation and Research Section and to pupil personnel records maintained by schools; (2) an investigation of school marks earned by driver training pupils; (3) a questionnaire on the experiences, attitudes, and beliefs relating to driver training, given to five groups: students, (both driver training and non-driver training) parents, voters, principals, and counselors.

Results and conclusions:

1. Pupils who took driver training were not representative of the school population.

2. The driver training group was found to be higher by a statistically significant amount on the *Iowa Tests of Educational Development*.

3. Driver training had no effect on the grades of the pupils in the sample.

4. Car ownership was evidenced in equal proportion in both the driver and non-driver training groups.

5. Approximately half of the high school principals who responded wanted to continue the present driver training program. 61% believed that expenditures for driver training should remain about the same as they are now; 36% wanted expenditures to be decreased.

6. Opinions of other respondents were more favorable toward driver training: 96% of the pupils in the sample who had had driver training considered it "a valuable experience"; 76% of the pupils who had not had the course expressed themselves as wishing they had been able to take it.

7. 90% of parents and 88% of the voters, including parents and non-parents, believed that it is the "business of the high school" to furnish driver training instruction.

8. When the cost factor was spelled out, there was no noticeable drop in the essentially favorable opinion of the respondents.

9. The most unsatisfactory element of the present driver training program in Los Angeles City high schools was the fact that many wished to take it were unable to be accommodated.

Comments of reviewer:

This study tends to substantiate earlier reports that students, parents and the lay public support the driver education program as being an essential part of the secondary school curriculum. School administrators also tend to support the program, but with reservation. The study has great merit in showing how to gain public support for a driver education program.

Reviewed by Dr. James E. Aaron, Southern Illinois University, Carbondale.

Factors Related to the Cost and Support of Driver Education in Florida Schools, **by W. A. Neutzel and W. H. Solley. Staff Project, University of Florida, 1961.**

Nature and purpose of the study:

The purpose of the study was to investigate ways of adequately financing the high school driver education program at the state level in order that all eligible students may be required to enroll.

Description and design:

Using the school year of 1959-60 as the base, the number of tenth grade students and the per-pupil-cost of driver education were projected through the year 1963-64. To provide a basis for judging the relative effectiveness of various systems of supporting driver education at the state level, the methods employed by the 17 states which provide such aid were applied to appropriate Florida statistics. It was assumed that all students in the public schools should be taught this subject, and that costs based on tenth grade enrollments each year would eventually include the costs for training all students. The projected budget needed for each future year for training all tenth grade students, is based on the product of the projected per-pupil-cost for that year, and the number of tenth grade students anticipated in the same year.

Conclusions:

1. The present law for financial assistance to driver education is inadequate and will become increasingly more so year by year in the future.

2. Methods which were examined and considered unsatisfactory for this purpose were: fees added to chauffeur's licenses, fees assessed against restricted operator's licenses, and fines on moving vehicle violations.

3. The method of state support used in Florida was considered most appropriate, provided the special fee of 25c per driver's license is raised to 60c.

Comments of reviewer:

This study should be helpful as a guide to other states in investigating ways of adequately financing the driver education program.

Reviewed by Warren J. Huffman, University of Illinois, Urbana.

September 1961

lower elementary

safety lesson

Making Choices

"I choose Alice's side."
"I choose Jack's side."
"I want to play Dodge Ball."
"I want to play Red Light."
The children are making choices.

There are other kinds of choices.
We can choose between safe and unsafe things to do.
Let us see how.
Read what some boys and girls chose to do.
What are the dangers?
Tell us a better choice to make, and why your choice would be safer.

George put his arms out the bus window.
Jack stood up before the bus stopped.
Jerry was teasing others in the car pool.
Mary started to get out on the street side of the car.
Terry crossed the street in the middle of the block.
Henry pushed ahead of others at the entrance.
Jimmie held the room door so others couldn't get in.
Sue ran down the corridor.

Here is something to remember.
Can you tell what it means?

When we choose the right way,
We choose the safe way.

Published by the National Safety Council. Price $.28 each for 10 to 49 subscriptions; minimum order 10; lower prices for larger quantities; order by stock no. 461.01-1. Write the Council, 425 N. Michigan Ave., Chicago.

Prepared by James Mann, Associate Professor of Education, Roosevelt University, Chicago, Ill.; past general chairman, Elementary School Section, National Safety Council.

To and From School

How do you get to school?
Tim and Lisa and Fred walk to school.
Henry and Alex ride in a car pool.
Linda and Tony and Bob come in the bus.
Each one must know the safety rules for his way.
Here is a game about each way.
Find the words to put in the blanks.
Then each story will tell the safe ways to come to school.

Walking to School

Use These Words

SIDEWALKS
BOTH
GUARDS
GREEN OR WALK
CROSSWALKS

Always cross at _____.
Walk where there are _____.
At the light, wait for the _____ signal.
Always look _____ ways, and for turning cars.
Obey the crossing _____.

Riding In a Car Pool

Use These Words

CURB
TEASE
DOORS
SEATED

Always stay _____.
Don't _____ other children.
Keep hands off the _____.
Always get in or out on the _____ side.

Riding In the Bus

Use These Words

INSIDE
PUSH OR SHOVE
OBEY
STAND

Don't _____ when getting on or off.
Never _____ up when the bus is moving.
Keep your head and arms _____.
Always _____ the driver.

September 1961

upper elementary

safety lesson

Making Choices

Notice the slogan on the picture for September.
It says, "We choose for Safety."
Every day we make choices.
Some lead to *Safety;* some lead to *Accidents.*
How do you choose? Fill in the blanks below.
Then check with the answers.

To and From School; Which Do You Choose?

1. Riders on a bus should always remain _____.
2. Keep your head and arms _____ all the time.
3. Always get into a car from the _____ side.
4. Never _____ while riding in a car pool.
5. Always cross streets at _____.
6. When walking to school, stay on the _____ if possible.
7. If there is no sidewalk, walk _____ the traffic.
8. _____ your bicycle when you cross a busy intersection.
9. When riding a bicycle, be sure to _____ when you turn or stop.
10. Ask your parents to help you map out a safe _____ to school.
11. Be sure your bicycle has a _____ on the rear fender, a _____ and a _____, and good _____.

Answers to "To and From School" quiz.

1. seated	*4. rough house (or) "horse around"*	*6. sidewalk*	*8. Get off*
2. inside		*7. on the left, facing*	*9. signal*
3. curb	*5. crosswalks*		*10. route*

11. reflector, light and bell, brakes

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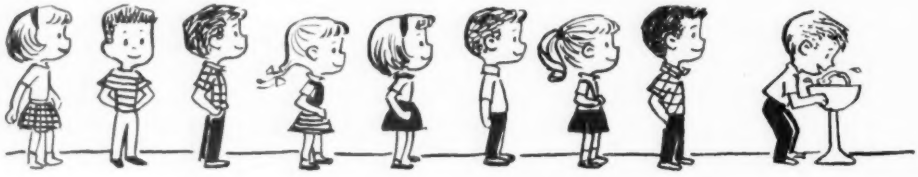
Prepared by James Mann, Associate Professor of Education, Roosevelt University, Chicago, Ill.; past general chairman, Elementary School Section, National Safety Council.

Making Safe Choices at School

Below is a list of accidents.
They were caused by wrong, and unsafe, choices.
The first column tells what happened.
The right hand column tells the cause.
Draw lines from the results to the actions that caused them.

Results	*Causes*
Jack had a tooth broken.	Henry had his feet in the aisle.
Mary slipped and fell.	Someone shot a pencil with a rubber band.
Joe got a bump on his head.	Jimmie was holding the door to keep the others out.
Alice fell down stairs and hurt her arm.	Someone was pushing children's heads into the fountain.
Henry was cut by glass from a door.	He was whittling with the knife blade pointed toward himself.
Susie tripped and fell.	There was water spilled on the floor.
George cut his hand.	There was crowding on the stairs; she was not holding to the railing.
Jean was hit in the eye with something sharp.	Someone quickly opened the door into the corridor.



Making Safe Choices On The Playground

Accidents need not happen on the playground.
There are ways to prevent them.
Making the *right choices* is important.
We can.....follow the rules
use the apparatus as we are taught to use it
think of the other fellow
avoid "showing off"

What are the *Safe* and *Unsafe* choices for each of these activities?

1. Using the swings
2. Playing on the Hi Fly
3. Climbing rope
4. Playing baseball
5. Playing on the jungle gym
6. Using the teeter board

September 1961

junior high school safety lesson

General Accidents

Learn the 3 R's—and Live!

In the visual aid supplement above, the empty seat is where a student *used* to sit and learn the "3 R's" as well as lessons about life. Unfortunately, he didn't learn the safety lessons of life. Now the student is missing.

Of course, the "3 R's" are skills or tools that enable us to learn how to live. Here is an exercise in one of the R's; in fact, you will have to combine 2 R's—Reading and Research—in order to answer the following.

Library Research

Find the article entitled, "Problem for Parents: Can't We Stop These Tragic Injuries to Children?" in the November, 1959 issue of *Reader's Digest*, and answer the following questions:

Directions: Mark "T" for true and "F" for false.

1. Dr. Starbuck is a pediatrician who believes that many children are injured and killed in accidents because parents don't love them enough. _____

2. According to Dr. Starbuck, accidents are the third greatest child-crippler and child-killer. _____

3. The U. S. Department of Health, Education and Welfare estimates that *each year* 16,500,000 accidental injuries are suffered by children under 15 years of age. _____

4. Each year, 14,000 children lose their lives in accidents which, almost without exception, could have been prevented. _____

5. Dr. Starbuck says the greatest cause of childhood accidents is the parent's belief that accidents are bound to happen. _____

6. The safest way to eliminate home hazards is to make a list of them and then use that same list each year to check your home. _____

7. According to surveys, the dining room is the most dangerous room for children. _____

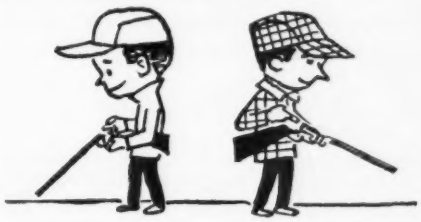
8. When carrying children as passengers in a car, the safest seat is the front seat where you can keep an eye on them. _____

Answers: 1-F, 2-F, 3-T, 4-T, 5-T, 6-F, 7-F, 8-F.

Follow-Up

After you have read the article and answered the foregoing questions, have a student write for the free materials on safety listed at the end of the article.

In addition, take notes on the article and prepare a short talk to be given in class. Make sure you describe Dr. Starbuck's problem clearly so that your classmates can see how serious it is. Lead a discussion on preventive steps so that this problem can be solved.



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Prepared by Vincent McGuire, professor, Secondary Education, Department of Education, University of Florida, Gainesville, Florida.

Find the November 30, 1959 issue of *Life Magazine*. Read the article on page 41 and answer the following questions:
Directions: Mark "T" for true and "F" for false and give your reason in each case.

1. The two men involved in the tragedy had just met each other. ____

2. Both of the men were inexperienced hunters who had never hunted together. ____

3. Both men were leaders in the automotive industry, and both were admired by those who knew them. ____

4. The man who was killed was a bachelor. ____

5. The safety rule that was broken was that the man who was shot stood up in the duck-blind while his companion was seated. ____

Answers: 1-F, they were friends of long standing; 2-F, they had hunted together for years; 3-T, they were General Motors executives admired by all who knew them; 4-F, he was a family man; 5-T, the basic safety rule in a blind is for the occupants to both stand or sit.

Follow-Up

After you have answered the foregoing questions, look through the *Reader's Guide* for other safety stories on hunting. Prepare a talk on firearms safety to be given just before hunting season. Use *Life Magazine* pictures of the reference article to illustrate your talk.

Modify—The Correct Phrase and Your Actions!

Quite often people will write phrases describing something, but will forget to tell what is being described. The phrase is left "dangling." Quite often, too, people will know safety rules but will forget to modify their behavior accordingly —and they are left "dangling" in unsafe situations.

Listed below are sentences that contain safety rules. Re-write those sentences that need re-writing (some do not) so that the descriptive phrases are not left dangling.

Example: When barking, I hate dogs.
Correction: When dogs are barking, I hate them.
or
I hate dogs when they are barking.

1. Rushing to school, a bicycle might cause an accident.

2. When playing basketball, your gym shoes should be clean.

3. Acting like a fool, the football bleachers can be a dangerous place.

4. Wearing something white at night, pedestrian accidents can be prevented.

5. In regard to safety, hoping is a poor substitute for "planning."

6. When driving a car, the tires should be in good condition.

7. When shooting a gun, the barrel should be clean.

8. Scattered loosely in a drawer, sharp kitchen knives can be dangerous.

9. Concentrating on good housekeeping, each toy was safely stored.

10. Before swimming, the tides and currents should be checked carefully.

Answers: (There are other possibilities) (1) You might have an accident if you rush to school on your bicycle; (2) When playing basketball, make certain that your gym shoes are clean; (3) The football bleachers can be a dangerous place if you act like a fool; (4) By wearing something white at night, pedestrians can prevent accidents; (5) Correct; (6) When you drive a car, make certain that the tires are in good condition; (7) The barrel should be cleaned before you shoot a gun; (8) Correct; (9) Concentrate on good housekeeping by safely storing each toy; (10) Before swimming, carefully check the tides and currents.

September 1961

senior high school

safety lesson

General Accidents

An Increasing Concern

In the visual aid supplement above, the tragedy of the accident problem is illustrated. Accidents strike down the old, the middle-aged, and the young. As shown above, even some of your classmates may be victims during the coming year—unless you *start now* to study ways to eliminate the accident problem.

An encouraging note is that many people—other than the professional safety people—are beginning to wage war on the accident problem. This is evidenced in the articles in many current magazines. Some of the articles are devoted exclusively to safety; others have safety advice woven through the articles. In order to note the increasing concern over the accident problem and in order to gain in your knowledge for accident prevention, complete the suggested exercises below.

Library Research

A. Find the December 19, 1959 issue (Vol. 232, No. 25) of *The Saturday Evening Post.* Read the article entitled "The Air Force's Human Guinea Pig," and answer the following questions:

1. Why is Col. E. A. Pinson known as the "officer who has mastered fear"?

2. What does Col. Pinson claim is the most dangerous thing he does?

3. What does Col. Pinson say about taking "long chances"?

4. What does Col. Pinson believe may be the chief cause of automobile accidents?

5. On what days does Col. Pinson *not* drive his car if he can help it?

6. Would you call Col. Pinson, "chicken"?

7. Based on this article, how would you describe a brave but safety-minded person?

Follow-Up

Have a class discussion on the difference between being "brave" and being "foolhardy." Summarize some of the foolhardy traits of automobile drivers you've seen in local traffic situations. Check on your school grounds traffic situation. Develop and implement plans for helping student drivers who endanger the lives of classmates by driving carelessly.

B. Find an AP (Associated Press) news item, dated between 29 November and 1 December of 1959, describing how a small child was injured by a .30 calibre bullet. Answer the following questions:

1. How old was the child?

2. Where was the child and how was he injured?

3. How serious was the injury?

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Prepared by Vincent McGuire, professor, Secondary Education, Department of Education, University of Florida, Gainesville, Florida.

Follow-Up

Discuss this article and have someone explain what causes a bullet or shotgun shell to explode. Invite a policeman or sporting goods store representative to class to explain gun and ammunition safety.

C. Find the safety advice given by Seagram Distillers Co., New York, in the November, 1959 issue of *Field and Stream.*

Read the account of the tragic hunting accident in the November 30, 1959 issue of *Life Magazine.* Discuss the safety rule violated, and list other safety rules for hunting on the board.

Answers:

(A) 1—Because of the calm way in which he studies the risks involved in a situation, and then acts accordingly; 2—He drives a car; 3—Don't take them if you can help it; 4—Driving dangers have become so familiar that people forget them or are contemptuous of them; 5—Sundays and holidays; 6—Most people think just the opposite; 7—All the preceding answers (*calmly* studies risks involved—doesn't take long chances, etc.) furnish the description.

(B) 1—He was 1½ years old; 2—In the front seat of his father's car. He found a bullet and shoved it into the cigarette lighter hole; 3—Very serious.

(C) "Wait until the logs are crackling, when the day's sport has given way to good talk and recollection. That's the time for a drink. And on a hunting trip, it's the only time." (This advice, of course, is for adults who drink)

Grammatical Safety; Safe, Grammatically

In the exercises listed below, two kinds of possible errors are indicated: (1) prevalent grammatical errors, and (2) prevalent safety errors. The type of grammatical errors are indicated by the headings. Follow the directions in each case.

Correct Pronouns

Directions: Put the correct pronoun in the space provided.

1. The police safety officer told Harold and ____ that .22 calibre rifles can fire a bullet a mile. (I, me)

2. The father almost broke his leg falling over scattered toys because he depended on his children ____ he thought would put the toys away properly. (who, whom)

3. ____ do you think has the highest auto accident rate, teenagers or adults? (who, whom)

4. If we remember to check tides and currents carefully, you and ____ should have a safe swim. (I, me)

Correct Verb Usage

Directions: Put the correct form in the space provided.

1. Because the lamp cord had ____ (lain) (laid) in the water, the lamp was a potential death trap.

2. When the snow had ____ (began) (begun) to freeze, many traffic accidents occurred.

3. ____ (Lying) (Laying) on the table was a sharp knife. This violated home safety rules.

4. The broken glass on the beach had been ____ (laying) (lying) there several days, causing many serious cuts.

Subject-Verb Agreement

Directions: Underline the correct verb.

1. The careless driver with a car full of classmates (was) (were) the cause of the accident.

2. The total number of traffic accidents (decreases) (decrease) when traffic laws are enforced.

3. Trying to beat trains to crossings (is) (are) the cause of many accidents.

4. Diving into unfamiliar waters (have) (has) been the cause of many injuries.

Answers: (Pronouns) 1—me; 2—who; 3—who; 4—I. (Verb Usage) 1—lain; 2—begun; 3—Lying; 4—lying. (Subject-verb Agreement) 1—was; 2—decreases; 3—is; 4—has.

Actions—Not Words!

No matter how you say it—correctly or incorrectly—it is more important *to act* wisely and safely during the coming year. Discuss in class the general accident problem—kinds, causes, statistics, etc. Become aware of the accident problem and how it is increasing daily. Plan as a group so you can do your part to reduce accidents and to save lives.

Preview of SE for October

▸ Report on new football mouth protectors . . . designed so that teeth lost in the line of scrimmage will become a thing of the past

▸ Detailed rundown of the final schedule for the School and College sessions of the 1961 National Safety Congress—who, what, when, where

▸ National Safety Council plays host to a group of sixth-graders paying a field trip visit to our Chicago offices

▸ Fires . . . the strange customs surrounding the college dormitory fire drill—and an opinion survey of what elementary schools can do to prevent home fires

▸ Complete listing of the over five thousand schools on the National School Safety Honor Roll . . . along with a brief summary of some of their most ingenious projects

▸ "What's all this about Ethyl?" asks our author, who proceeds to answer his own question with information on alcohol, safety education, and the driver.

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For complete information on the program and hotel reservations write: School and College Dept., National Safety Council, 425 North Michigan Avenue, Chicago.

Printed in U.S.A. 411.03—091